

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	Australian History
Unit ID:	BAHIS3001
Credit Points:	15.00
Prerequisite(s):	(BAHIS1001 or BAKIP1001 or BAXDC1002 or HISOC1005 or HISOC1312 or INDSL1001) (At least 30 credit points from BAHIS or BAKIP or HISGL or HISOC or HISSG or INDSL subject-area at 2000-2999 level)
Co-requisite(s):	Nil
Exclusion(s):	(ATSGC2569 and ATSGC3569 and BAHIS2001 and HISGL2100)
ASCED:	090305

Description of the Unit:

Australia is the last continent to have been colonised by Europeans, but it is also home to the world's longest surviving peoples and cultures. This unit examines European attempts to construct a new society on the lands of Australia's first peoples. It explores how successive waves of immigrants, both European and non-European, introduced new ideas, institutions and technologies in their ongoing attempts to make the continent their own. This unit examines the history of Australia through the origins and contexts of critical debates in Australia's history and their impact on the contemporary social, political and cultural landscape. It will also trace the influence of transnational trends and developments on domestic events and processes, as well as to the reciprocal effects Australian developments have had internationally. This unit introduces students to key historical and historiographical themes and debates in Australian history and equips them with the knowledge and skills to act as informed and ethical citizens in twenty-first century Australia.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a

task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Account for the major events, trends and developments and political debates that have shaped Australian history since 1788.
- K2.** Explore interrelationships and critically analyse local, national and international events, trends and developments.
- K3.** Critically examine the social, cultural, political, economic and geographic factors that have shaped the Australian experience, historically and today.

Skills:

- S1.** Reflect critically on key themes and debates in Australian history and historiography and examine their impact on the contemporary social, cultural and political landscape of Australia.
- S2.** Locate, appraise and analyse primary and secondary sources relating to Australian history and historiography and critically examine their application in historical research.
- S3.** Express informed and substantiated arguments and analysis in relation to key themes and debates in Australian history and historiography.

Application of knowledge and skills:

- A1.** Identify connections and/or tensions between events, issues, concepts, themes and debates in Australian history and historiography.
- A2.** Engage in discussion, debate and critical analysis concerning key themes and debates in Australian history and historiography.
- A3.** Appraise and apply historical methods and approaches to analyse events, issues, themes and debates in Australian history and historiography.

Unit Content:

Topics may include:

- In the Beginning: Terra Australis Incognita
- European invasion, Indigenous resistance
- Convictism and the end of transportation
- The gold rushes, Eureka and Australian democracy
- Colony to nation: Federation and White Australia
- Australia as the social laboratory of the world
- World War I, conscription and the ANZAC legend
- The Great Depression, World War II and post-war reconstruction
- Communism and conservatism in Cold War Australia
- The swinging sixties and the new social movements

- Reinventing Australia: Indigenous rights and multiculturalism
- A reconciled republic? Keating, Howard and the anti-rights backlash
- Globalisation, neoliberalism and the GFC
- Climate change, asylum seekers and contemporary Australian crises.
- Development of Australian welfare and justice regimes

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams. 	S1, S2, S3, A2	AT2, AT3
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative 	K1, K2, K3, S1, S3, A1, A2	AT2, AT3
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving 	K1, K2, K3, S2, A2,	AT1, AT2, AT3

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	<p>Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks.</p> <p>Students will be required to display skills in:</p> <ul style="list-style-type: none"> • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities 	K1, K2, K3, S2, A1, A3	AT1, AT3
FEDTASK 5 Sustainable and Ethical Mindset	<p>Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions.</p> <p>Students will be required to display skills in:</p> <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life 	K1, K2, K3, S1, S3, A1, A2	AT1, AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, A1, A2	Critical Sources analysis and comparison	A 750 word comparative analysis of 2 primary sources which illustrate different perspectives on a key issue discussed in weekly unit content.	15-30%
K1, K3, S1, S2, A1, A3	A proposed research topic on a selected topic or event, accompanied by a literature review and a draft essay plan	Research proposal, annotated bibliography and essay plan	30-40%
K2, K3, S1, S2, S3, A1, A2, A3	A research essay on a selected event, issue, theme or debate in Australian history within the context of a contemporary Australian social, cultural or political debate	Research essay	35-50%

Adopted Reference Style:

Other (APA, Australian or Chicago)

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)

